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ABSTRACT

The California Academic Partnership Program is examined in this paper. Information gathered through a review of internal and external program documentation is analyzed to develop principles for intervening successfully through cooperative efforts and for ensuring the institutionalization of collaborative programs. Reviewed are: (1) the history of the California Academic Partnership Program; (2) the implementation strategies used to promote collaboration by the 30 projects the program funded from 1984 through 1988; and (3) the program's evaluation and research findings on essential characteristics for effective school-university relationships. Characteristics that contribute to effective partnerships include establishing common goals, developing mutual trust and respect, providing sufficient time to develop relationships, recognizing different cycles, sharing responsibility, and developing crisp lines of communication. (4 references) (SI)

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COLLABORATIONS CALIFORNIA-STYLE:
A REVIEW OF THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

a paper presented at the

American Association of Colleges for Teacher Education

on March 5, 1989 in Anaheim, CA

by

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COLLABORATIONS CALIFORNIA-STYLE:
A REVIEW OF THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

This presentation reviews 1) the history of the California Academic Partnership Program, 2) the implementation strategies used to promote collaboration by the thirty projects the program funded from 1984 through 1988, and 3) the program's evaulation and research findings on essential characteristics for effective school-university relationships. Information gathered through a review of internal and external program documentation will be analyzed to develop principles for intervening successfully through cooperative efforts and for insuring the institutionalization of collaborative programs.

An Overview of the CAPP Projects 1983 - 1989

The California Academic Partnership Program arose as one of the manifestations of the school reform movement of the early 1980s. In 1983 and 1984 through California Senate Bill 813 and Assembly Bill 2398, legislators, notably Assemblyperson Theresa Hughes and State Senator Gary Hart, supported educational programs designed to "develop cooperative efforts to improve the academic quality of the public secondary schools with the objective of improving the preparation of all students for college" (California Postsecondary Education Commission (CPEC), 1988). The program was designed to be administered by the Trustees of

the California State University, in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction.

By 1987, the CAPP goals were expanded to include: "to develop cooperative efforts between secondary and postsecondary institutions to improve the academic quality of public secondary schools, to improve the secondary school curriculum, to enhance the ability of students to benefit from these improvements, to improve the preparation of all students for college, and to involve those schools having low student participation in postsecondary education or a concentration of students underrepresented in higher education." The latter part of this goal statement placed emphasis especially on those students from groups currently underrepresented in postsecondary education (Galligani, 1987).

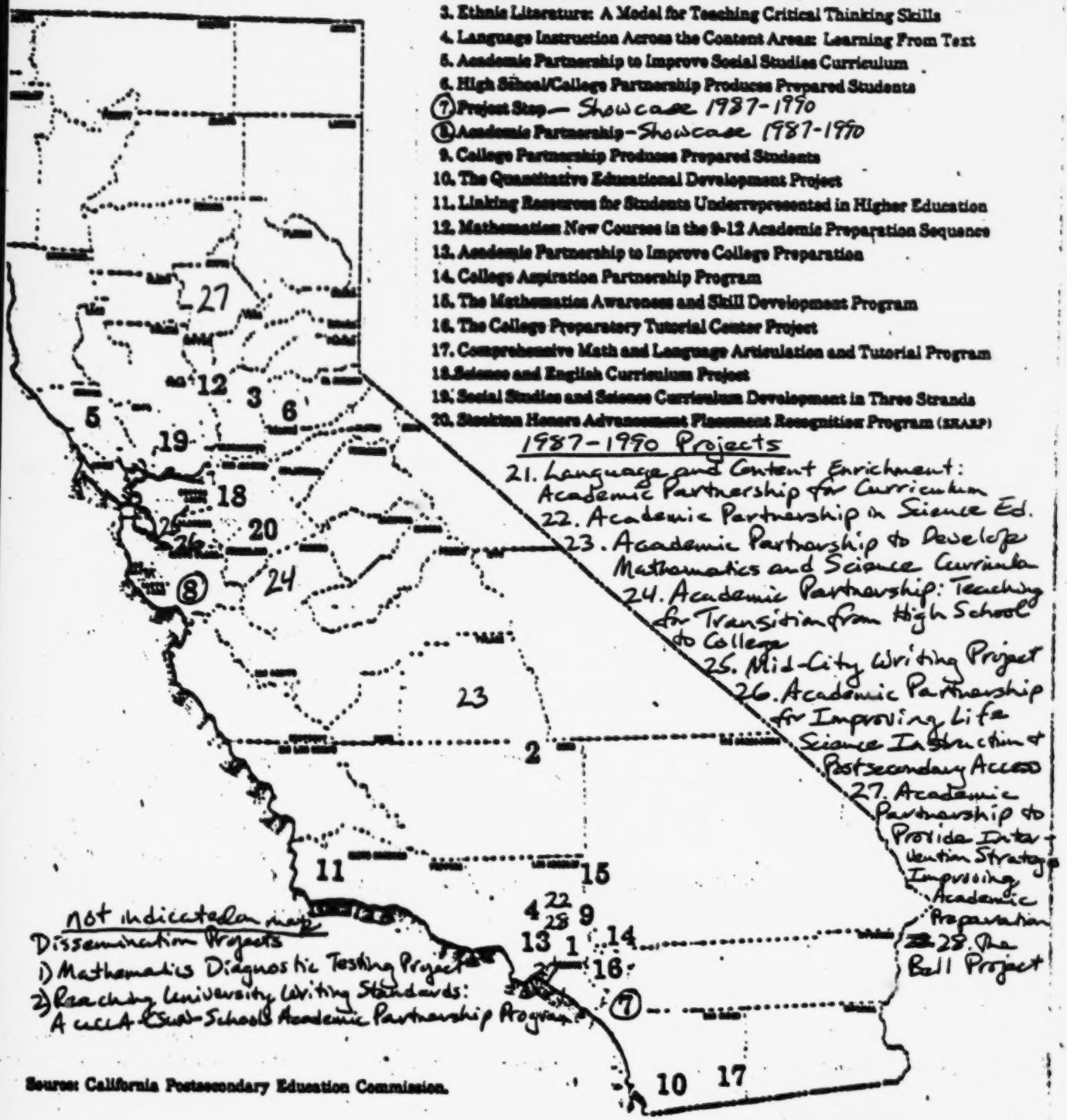
By the Fall of 1988, CAPP had funded state-wide 30 cooperative projects in curriculum development between secondary school district and postsecondary institutions. Twenty curriculum projects were funded for a three year period from January 1985 to July 1987. Two of these original projects received funding for the second three-year cycle of funding to serve as Showcase Projects, exemplary models for projects both state-wide and nationally. Additionally, CAPP funded the Mathematics Diagnostic Testing

Project and the UCLA-CSU-Northridge Writing Project, two assessment projects, beyond these initial three years (ETI, 1988). In July 1987, seven new partnerships were funded. The author of this presentation is Project Director, of one of the these seven CAPP projects currently in mid-term - the Academic Partnership in Science Education, a partnership between the Pasadena Unified School District, Pasadena City College, California State University, Los Angeles, and the University of Southern California. In July 1988, an eighth project joined this second cohort. The adjacent map illustrates the location and scope of the CAPP projects for the first two three-year funding cycles.

(This paper is being presented on a panel at AACTE with two other CAPP project presentations. Project STEP is a project from the first CAPP three year cycle that is currently supported by CAPP as a Showcase project, a project designed to serve as a state and national model of collaboration. The Golden Eagle Project is a Partnership that started in July 1988 between Bell High School in the Los Angeles USD and several California State University campuses.)

The California Academic Partnership Program is currently seeking intersegmental groups who would wish to develop a planning proposal for their own strategies for collaboration California-style. Figure 1 details an announcement of a state-wide teleconference that occurred on February 23.

DISPLAY 2 Geographical Distribution of CAPP's Twenty Curriculum Development Projects


1984–1987 Projects
1. Five Star Academic Partnership
2. A Junior MESA Program for Rural and Metropolitan Students
3. Ethnic Literature: A Model for Teaching Critical Thinking Skills
4. Language Instruction Across the Content Areas: Learning From Text
5. Academic Partnership to Improve Social Studies Curriculum
6. High School/College Partnership Produces Prepared Students
7. Project Step — Showcase 1987-1990
8. Academic Partnership - Showcase 1987-1990
9. College Partnership Produces Prepared Students
10. The Quantitative Educational Development Project
11. Linking Resources for Students Underrepresented in Higher Education
12. Mathematics: New Courses in the 9-12 Academic Preparation Sequence
13. Academic Partnership to Improve College Preparation
14. College Aspiration Partnership Program
15. The Mathematics Awareness and Skill Development Program
16. The College Preparatory Tutorial Center Project
17. Comprehensive Math and Language Articulation and Tutorial Program
18. Science and English Curriculum Project
19. Social Studies and Science Curriculum Development in Three Strands
20. Stockton Honors Advancement Placement Recognition Program (SHARP)
1987-1990 Projects
21. Language and Content Enrichment: Academic Partnership for Curriculum
22. Academic Partnership in Science Ed.
23. Academic Partnership to Develop Mathematics and Science Curricula
24. Academic Partnership: Teaching for Transition from High School to College
25. Mid-City Writing Project
26. Academic Partnership for Improving Life Science Instruction & Postsecondary Access
27. Academic Partnership to Provide Intervention Strategy Improving Academic Preparation
28. The Bell Project
Not indicated on map
Dissemination Projects
1) Mathematics Diagnostic Testing Project
2) Reaching University Writing Standards: A UCLA-CSU-Schools Academic Partnership Program

Source: California Postsecondary Education Commission.

Telephones numbers are listed for readers wishing to propose their own Partnerships by April 3, 1989 for consideration.

IMPLEMENTATION STRATEGIES

During the first three year phase of the CAPP program, the California Postsecondary Education Commission calculates that over 80,000 students participated directly or indirectly in the first 20 CAPP curriculum development projects (CPEC, 1988). ETI (1988) reports that 7,288 students participated in the curriculum development projects in 1987-88. Of these 28 curriculum development projects, 18 conducted curriculum development activities in mathematics, 15 in science, 7 in social science, and 18 in language arts/English.

These projects have used a variety of strategies to achieve their goal of "promoting academic partnerships between postsecondary and secondary institutions with the intent of enhancing curriculum to improve the academic preparation of students." These strategies have included: inservice workshops for teachers, counselors, and/or students; tutorials by peers and/or college students; testing; counseling guidance orientations; intersegmental articulation about curriculum, support services, and/or information; curriculum development and/or revision; forums/seminars for teachers, parents, and/or students; team teaching; field trips; teacher liason with parents;

The California Academic Partnership Program *presents*

Planning Your Partnership

a statewide teleconference for California educators
and others interested in academically based school-college collaborations

LIVE BY SATELLITE

THURSDAY, FEBRUARY 23, 1989
2:00 p.m. – 4:00 p.m.

A two-hour telecommunications event to

- invite proposals for planning grants by academic partnerships between California school districts, colleges and universities to provide students in grades 6-12, especially those underrepresented in higher education, with the academic skills necessary for successful completion of the baccalaureate degree;
- present up-to-the-minute information about the California Academic Partnership Program (CAPP), its Call for Planning Grant Proposals, and its current projects; and
- answer your questions about CAPP, its planning grants, and its experience with academic partnerships.

All California educators and others interested in academic partnerships are cordially invited to participate in this teleconference, presented by the California Academic Partnership Program in cooperation with University Media Services, California State University, Sacramento.

There are no fees or charges for participation.

For more information, please call 213-590-5379.

summer programs for teachers and/or students; and conferences.

In the Academic Partnership in Science Education, the participants have employed all of the above strategies to promote the Pasadena USD-Pasadena City College-Cal. State, LA-University of Southern California Partnership. In the Partnership second of three years, the faculty and staff serve a total of nearly 300 nine grade students in four high schools in the Pasadena Unified School District -- Blair, Marshall Fundamental, Muir, and Pasadena High Schools. In each of these high schools, ninth grade students enrolled in a preparatory Math class for the college-track Algebra I program are identified as APSE/CAPP students. Each of the high school sites have developed additionally courses through curriculum integration to serve these students. Faculty at each of the high schools have met to supplement the ninth grade, district-required modules in Career and Educational Planning, Health, and Computer Literacy courses with instructional supplies and curriculum development. At Muir and Pasadena High Schools, CAPP Science classes have been developed to prepare "average" students for college-track, laboratory Biology.

The APSE/CAPP faculty, composed of Math, Science, Career and Educational Planning, Health, and Computer Literacy faculty from the four high schools and faculty from the School of Education at Cal. State, LA, met on a monthly

basis to plan curriculum integration, team teaching, the students' progress, field trips to the Partner campuses, and quarterly students-parents-teachers meetings. During a summer seminar on the Partner campuses, Pasadena USD faculty, faculty from the Chemistry Department and the Dean of Student Services at Pasadena City College, faculty from the Departments of Chemistry, Biology, Physics, and Math at Cal. State, LA,and faculty from the Student Placement Office, Student Outreach, Engineering and Computer Departments at the University of Southern California meet in three day-long sessions to plan for the academic year. Parents have been invited to participate in these day-long sessions and to take leadership roles during the quarterly Advisory Council meetings.

Particularly note-worthy in the area of teacher education has been the interrelationships of the service of university students' in the Partnership schools with the teacher education program at Cal. State, LA. Several of the university students that have served as teaching assistants in the schools have decided to explore education as a profession based on their experiences in the Partnership; one of the first of these teaching assistants is currently teaching at a high school in South-Central Los Angeles after chosing to become a teacher within a month of serving within the APSE/CAPP project.

These university students have also served as role models for the ninth grade students. One of the teacher assistants, a southeast Asian immigrant, became closely involved with several of the ninth grade students new to this nation. In a clear example of memory and empathy, the university student found that teaching is a person-intensive avocation and has chosen to become a teacher.

One of the challenges of any Partnership program is involving parents and students in the project's direction. The Academic Partnership in Science Education (ASPE) has held orientation meetings, quarterly Advisory Council meetings, and pizza dinner meetings. During the Fall of 1988, a parent who works for a major merchandising company in California became a Corporate Member of the APSE/CAPP Advisory Council. This Parent/Corporate Partner plans to organize Parent Effectiveness Seminars as a means of increasing parental involvement with the Partnership.

PROGRAM EVALUATION

A qualitative evaluation of CAPP's first three years by Galligani (1987) found several characteristics which contribute to effective partnerships, including: 1) the establishment of common goals which are recognized and developed cooperatively, 2) the development of mutual trust and respect, 3) the provision of sufficient time to develop and strengthen relationships among faculty and administrators, 4) the quality of the individuals, 5) the

continued and constant interaction between management and faculty, 6) the recognition of the different cycles and languages of the various segments, 7) periodic formative evaluation, 8) shared responsibility and accountability among the segments, and 9) crisp lines of communication.

A report to the State Legislature by the California Postsecondary Education Commission (CPEC) evaluating CAPP in March 1988 also validated these nine characteristics and added, citing Maeroff (1983), five basic principles of successful collaborative efforts: "1) educators at both levels must agree that they have common problems, 2) the traditional academic 'pecking order' must be overcome, 3) cooperative projects must be sharply focused, 4) those who participate must get recognition, and 5) school-college cooperation must focus on action - not machinery." This California Postsecondary Education Commission's report also found that the 20 curriculum development projects had mixed records of success in achieving CAPP's objectives and that their evaluation validates the importance of the above characteristics of successful partnerships and "illustrates the particular importance of mutual trust and respect among faculty and the quality of individuals, both in administrative and teaching roles, who have primary responsibility for development of the partnership roles."

In the year-end report of the first year of the Academic Partnership in Science Education, the author included the

following significant "learnings" from their specific partnership: 1) Students, parents, teachers, and the entire school staff should own the Partnership. 2) The Project Director should be in a position to elicit cooperation from all of the Partners. 3) All levels of the school administrative staff should be involved in project activities. 4) The incentives for involvement in the project must fit the individual participant's needs. 5) Partnerships are difficult to initiate and even harder to maintain.

The Future of the California Academic Partnership Program

Of the 20 CAPP projects which were initiated in 1984, 11 reported in January 1988, six months after funding ceased from the state-wide office, that their project activities were continuing at the same or a greater extent than when CAPP funding was being provided. Only two projects reported that all of their activites have been discontinued (CPEC, 1988). In the majority of the first cycle of projects, CAPP seems to have been successful as a method of promoting lasting partnerships among universities and school districts.

As of this moment, the seven current second cycle projects are in mid-term. The California Academic Partnership Program designed the funding allocation to decrease approximately 10% for each of the subsequent two years of renewed funding to encourage the institution-

alization of Partnerships. CAPP funding was designed to serve as three years of seed money to promote secondary and postsecondary cooperation. It was envisioned that each Partnership would seek alternative means of support for its continuation.

The Academic Partnership in Science Education served in the formalization of collaborative efforts in outreach, preservice and inservice teacher education, and instructional resource sharing between the Pasadena USD and Cal. State, LA. Partnership faculty have networked with staff in Equal Opportunity Programs such as Project TALENT SEARCH, MESA, and OUTWARD BOUND to create a clearinghouse of services provided by the California State University, Los Angeles for students in the Pasadena USD.

During the first year of the Partnership, participants sought other sources of funding to expand cooperative efforts in the western San Gabriel Valley. By September 1988, faculty and staff at the School of Education, the Chemistry and Biology Departments, the School of Engineering, and the Office of Graduate Studies and Sponsored Research initiated the Southern California ACCESS Center and Network. This Partnership of School Districts, Community Colleges, Universities, and Private Industry in the Southern California basin is designed to increase the number of students from groups currently underrepresented in postsecondary education in graduate study and careers in

science and technology. ACCESS is supported by the National Science Foundation, local industries such as ARCO, and its Participating Educational Agencies.

The author of this paper has built on experiences with developing the Academic Partnership in Science Education in the Pasadena USD to establish for ACCESS two Science Skills Centers, monthly gathering of teachers from the elementary, middle schools, and high schools to increase science curriculum articulation and develop instructional resources. One of these Science Skills Centers is located in Pasadena; the other between the Garvey School District, the Alhambra-San Gabriel High School District, and a private high school, Don Bosco Tech.

During the Summer of 1988, faculty and staff at the School of Education at Cal. State, LA employed the Academic Partnership in Science Education as one of the models for an expanded U.S. Department of Education sponsored program, Project SUPPoRT. Project SUPPoRT, initiated in the Fall of 1988, designed to serve low-income secondary students, to provide a program that will improve their academic skills, increase their opportunity to continue in higher education, and enhance their prospects for employment after graduating high school. The Academic Partnership in Science Education was designed to give "average" students in the Pasadena USD a ninth grade "booster shot" in science and mathematics to prepare the students for college-bound courses. Project

SUPPoRT serves as a safety net for students that have poor school attendance and lack the apparent motivation to succeed in high school. The Academic Partnership in Science Education is considered to be the university's in-kind contribution to Project SUPPoRT; Project SUPPoRT serves as a safety net for students in the CAPP project.

With the increasing public perception that schools may not be preparing all students for meaningful futures, Partnerships among schools, universities, and all community agencies are looked upon as part of the solution to this pressing problem. The California Academic Partnership Program projects have demonstrated that these collaborative efforts are possible given some initial state seed funding. The California Academic Partnership Program has stimulated the creation of interpersonal connections between educators that usually would ordinarily that meet within the context of their positions. Within the university, faculty in colleges of teacher education have begun new intra-campus cooperative efforts by including faculty in subject-matter disciplines within their CAPP projects. Within schools, teachers have begun to develop interdisciplinary curriculum for students that have not reach their potential in schools in the past. Between the school and the university, networks of concerned educators are forming to challenge the perception that schools may not be able to serve all of their students. This networks are connecting, through

state-wide, CAPP-sponosred annual meetings, to share successful strategies and to challenge the institutional walls that hinder communication between educators in different segments of instructional systems.

Collaborations California-Style, such as those of the California Academic Partnership Program, start with building Partnerships of educators concerned about the future of society's children. Even with "differences in adminstrative structures, governing boards, educational philosophical and traditions, [and] physical distances between the institutions" (ETI, 1988), CAPP projects with a shared vision seem to have succeeded at developing collaborations and bridges within.and across institutions. In a state that is often characterized by self-expression and an emphasis on individuality, the California Academic Partnership Program projects have demonstrated that collaborations among educators help renew hope in the potential of success for all students and their teachers.

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